

# Enhancing Oral Communication Skills at the Secondary Level

AATSP  
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What is the # 1 reason that  
students sign up for foreign  
language classes?

*A majority of students indicated that wanting to be able to speak a second language was the main reason for studying it.*

*Attrition in Foreign Language Courses: Possible Causes and Solutions (Unpublished doctoral dissertation)*  
Maria Nuzzo, 2006



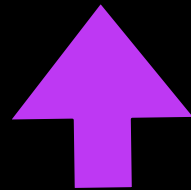
*In elective courses, what happens when  
you don't get what you want?*





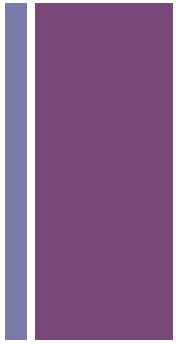
Any idea what  
percentage of  
students do not  
continue once the  
perceived  
requirement is met?

# 75%



Do you think these students were  
“motivated?”

# Keller's Theory of Motivation



- Interest
- Relevance
- Expectancy
- Outcomes



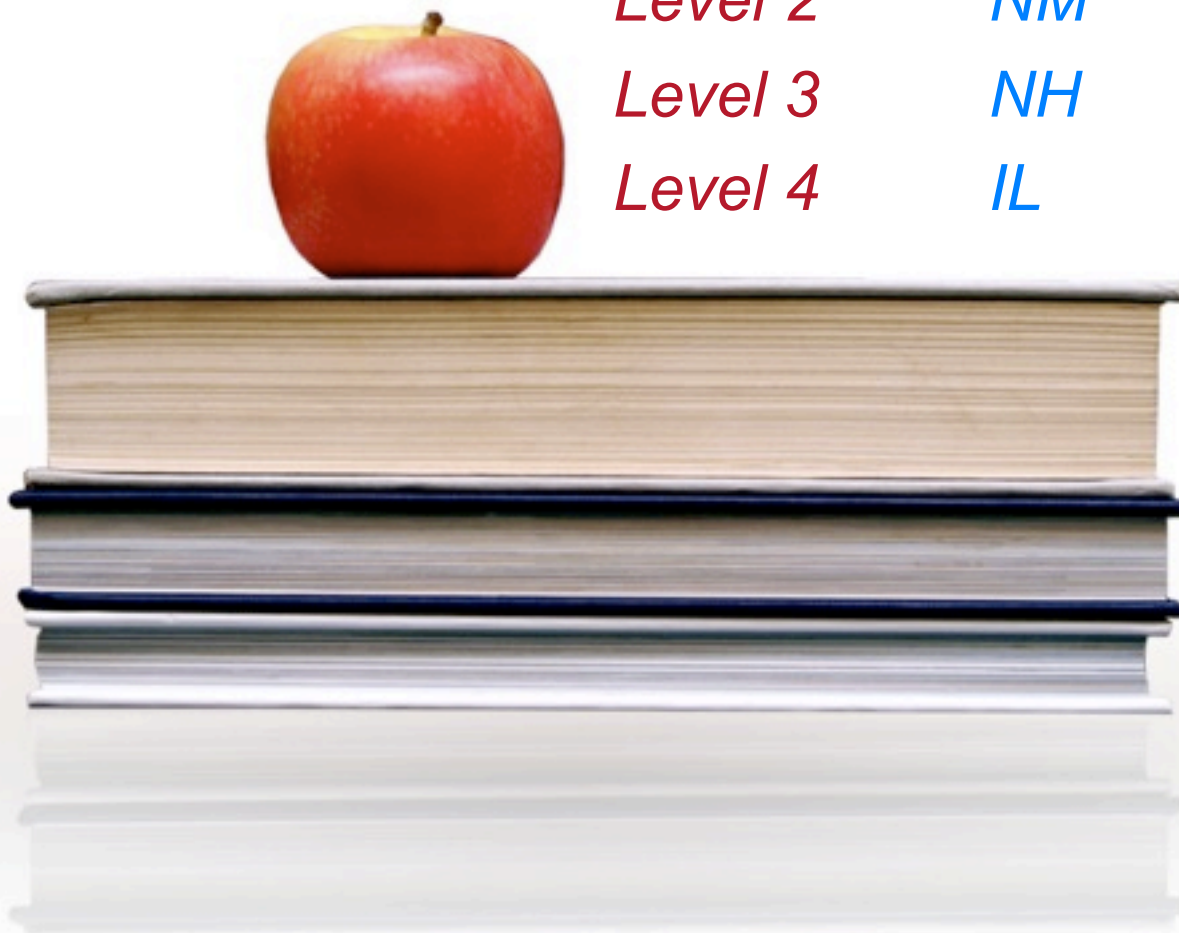
# Schools and districts that are really moving forward in foreign language education . . .

1. Setting proficiency targets
2. Designing instructional pathways to reach those targets
3. Testing (internally and externally) to see if they are hitting them



# What can we expect in proficiency from students after . . .

	<i>old data *</i> (N=7500, ca. 1999)	<i>new data *</i> (N=22,000, 2008)	<i>possible target</i>
<i>Level 1</i>	<i>NL-NM</i>	<i>NH</i>	<i>NH</i>
<i>Level 2</i>	<i>NM</i>	<i>NH</i>	<i>IL</i>
<i>Level 3</i>	<i>NH</i>	<i>NH</i>	<i>IM</i>
<i>Level 4</i>	<i>IL</i>	<i>IL</i>	<i>IM</i>



*\* data gathered by  
using the  
STAMP Test  
[www.avantassessment.com](http://www.avantassessment.com)*

# Novice Speakers

- Respond to simple questions on the most common features of daily life
- Convey minimal meaning to interlocutors experienced at dealing with foreigners by using
  - isolated words
  - lists of words
  - memorized phrases
  - some personalized recombinations of words or phrases
- Satisfy only a very limited number of immediate needs

# Novice Speakers



shutterstock

# Intermediate Speakers

*mostly in present time . . .*

- participate in simple, direct conversations, generally led by someone more proficiency than they
- ask and answer questions
- handle basic, uncomplicated situations encountered in daily living (survival language)
- create with the language to express their own thoughts in their own words
- use discrete sentences and strings of sentences; can begin to use sentence “connectors” #

# Intermediate Speakers



NL NM NH

IL IM IH

AL AM AH

S

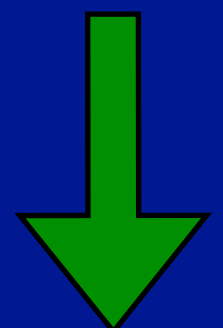
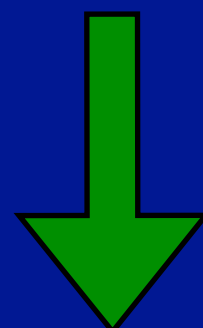
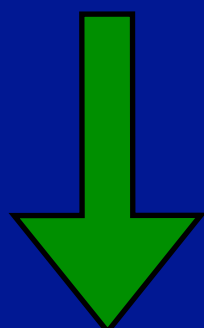
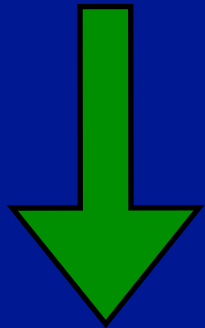
# Proficiency Families

NL NM

NH IL IM

IH AL AM

AH S



Novice

Intermediate

Advanced

Superior





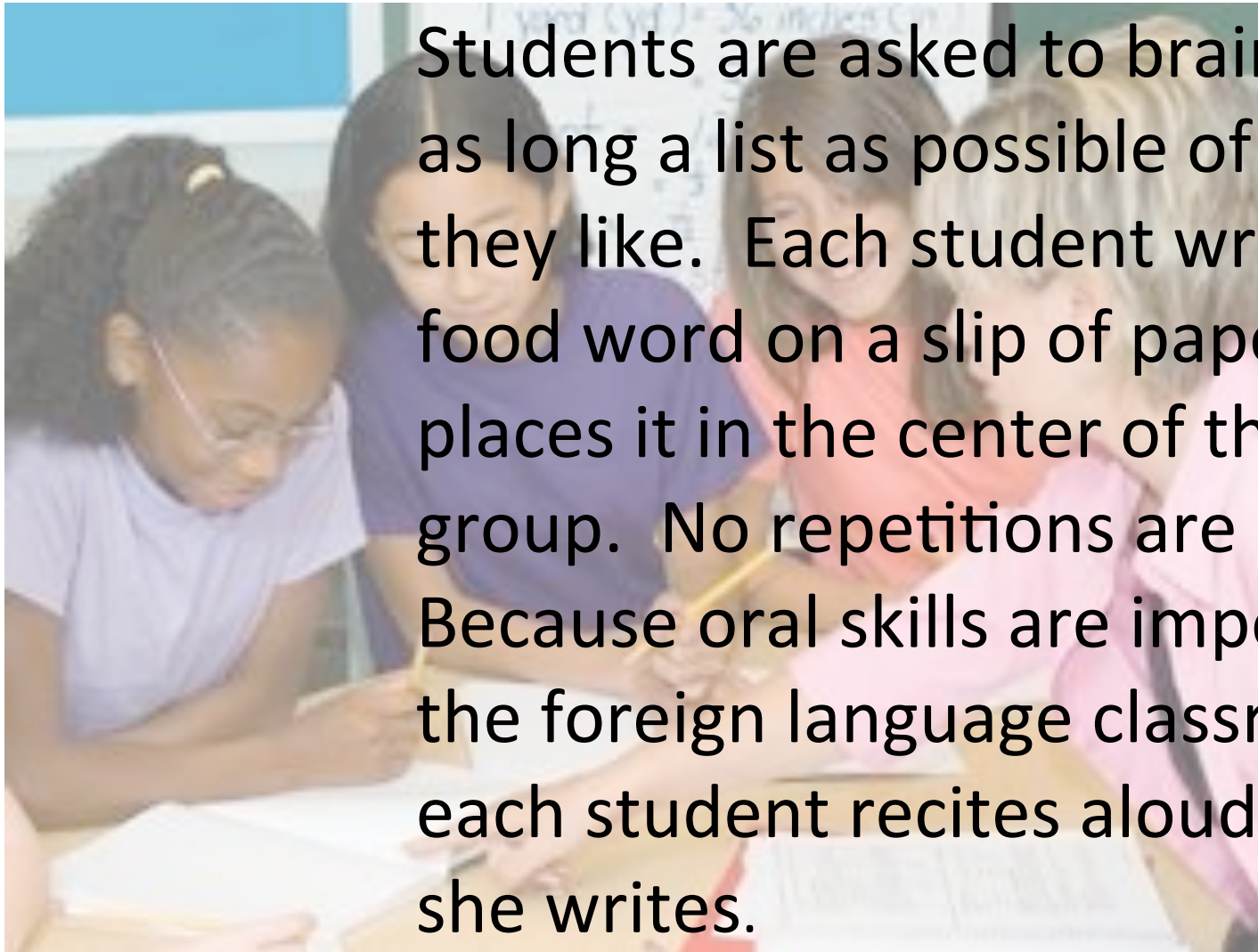
# Food for Thought



photo by Samantha Strauss



## Roundtable: NOVICE LOW-MID



Students are asked to brainstorm as long a list as possible of foods they like. Each student writes a food word on a slip of paper and places it in the center of the group. No repetitions are allowed. Because oral skills are important in the foreign language classroom, each student recites aloud as he/she writes.

# Roundtable: NOVICE HIGH/INT LOW

Students work in a group of four.

As the 'caller' reads aloud the name of the food, each student says when they last ate that food.

Words are placed in one of two piles: foods everyone ate and foods that not everyone ate in the last month.

The reporters tell the whole class which foods were/were not eaten by everyone in their group.



# Numbered Heads Together

Students work in a group of four.

Each student is assigned a number from one to four.

The teacher directs students to “make sure everyone in your group can ...”

As the group work ends, the teacher selects one student from each group (e.g., #3) to report what the group produced.

# Numbered Heads Together

**Novice Low to Mid:** Make sure everyone in your group can name foods you like to eat hot/cold.

**Intermediate Low tasks:** Make sure everyone in your group can tell which foods you can eat ....either hot or cold.

Complete this sentence: Both ....can be eaten hot or cold.

Complete this sentence: Some people eat ..., others eat it cold. You can ....

# SURVEYS: Step 1

1. The school cafeteria offers the following menu choices. You may choose one item per row, but you don't have to eat something from each row--You can pick one, two, or three items for lunch. Write a sentence telling what you will eat today.

<b>Plato principal</b>	Hamburguesa	Pollo asado	Pizza
<b>Vegetales</b>	Zanahorias	espinacas	Berenjena
<b>Postre</b>	Frutas frescas	Helado	yogur



# Surveys : Step 2



Interview at least 8 people, and write down what they will choose to eat from the school menu. Be sure to ask and answer questions in complete sentences. Keep notes on the answers you get using the format below:

¿Quién?	Plato principal	Vegetales	Postre
Ana	Pollo asado	espinacas	fruta



# Surveys: Step 3

## *Listen and Write*



Listen as the people in your group report what they learned about lunch choices from the people they interviewed.

Take notes as you listen. You can use the same chart you used in step 2 to add this information.

# Surveys: Step 4

Write 5 sentences that compare and contrast what your classmates plan to eat for lunch using the information in the diagram.

Read what you have written with a partner. Look at your chart to decide if you think your partner's information is correct.



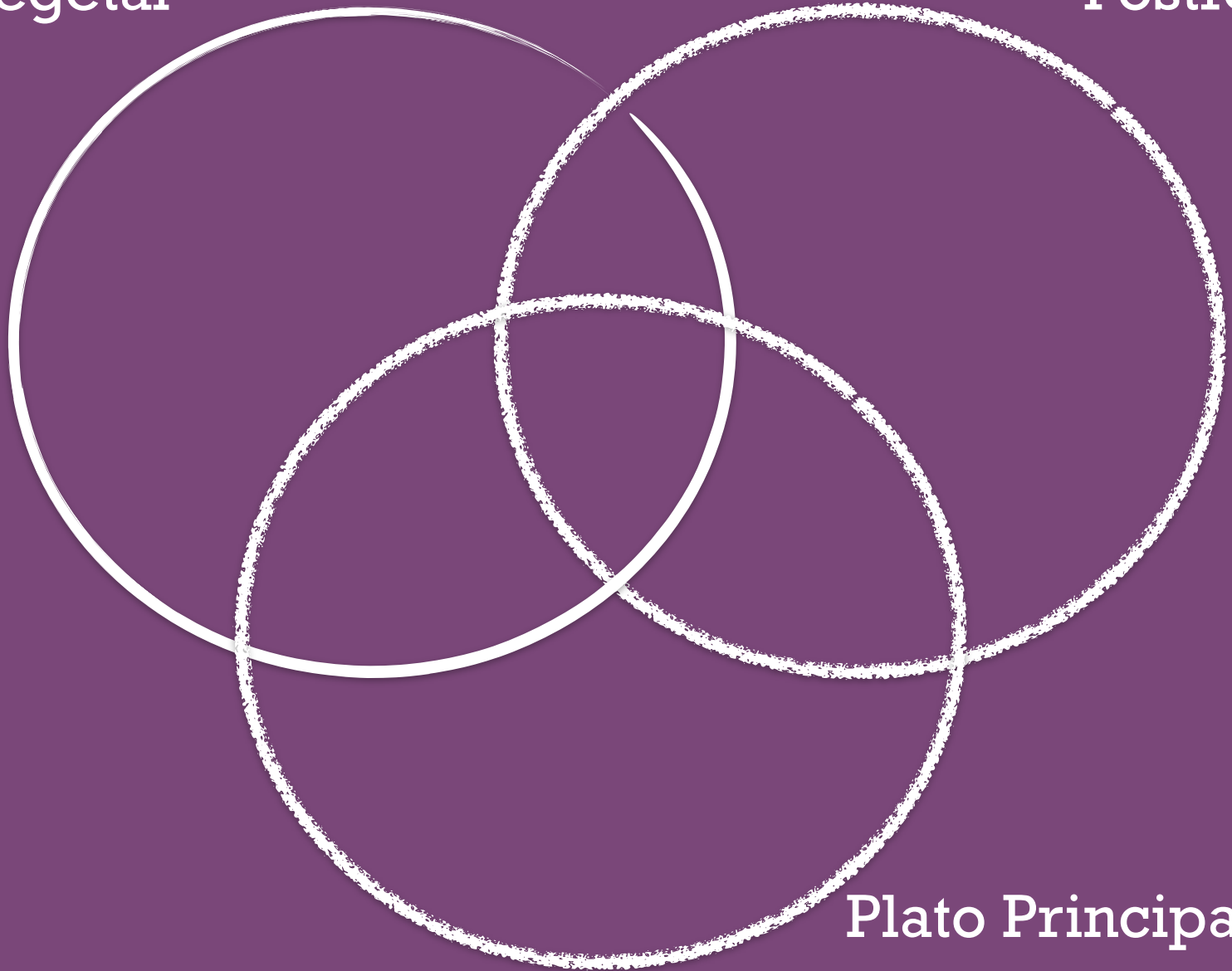
# Surveys: Step 5

Using the information you have recorded on your chart(s), complete the diagram on the next slide.



Vegetal

Postre



Plato Principal

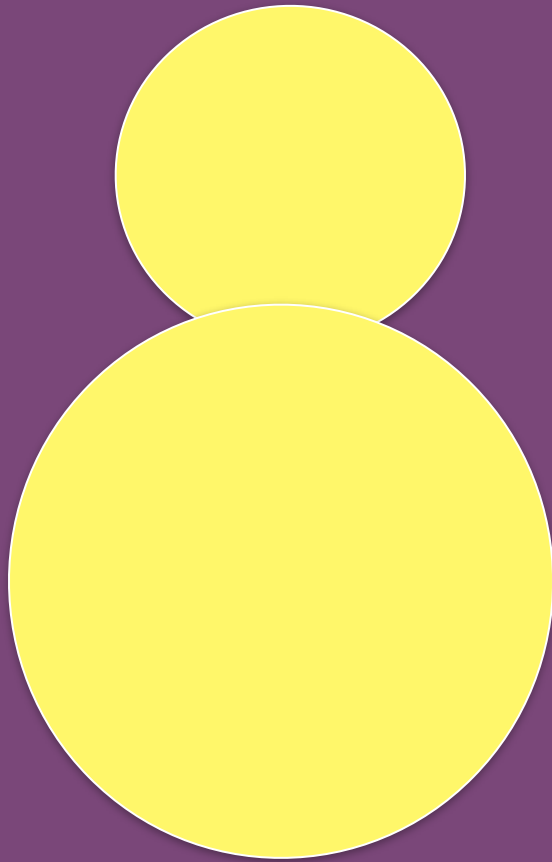
# Survey: Step 6









Using the information from your class and another class, make sure everyone in your group can describe at least 3 ways that the food choices made by the two classes are the same/different.

**Modelo:** Nosotros preferimos ..... pero la otra clase .....

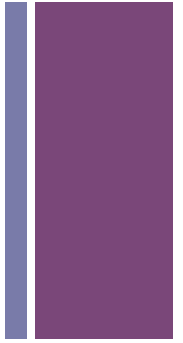
**Alternative:** In your Roundtable group, take turns telling your group how the food choices made by the two classes are the same/different.

# GLYPHS



	SI	NO
<b>Me gustan las espincacas.</b>		
<b>No me gusta el helado.</b>		
<b>Me gusta el jugo de zanahorias.</b>		
<b>Me gustan los duraznos.</b>		

# + The Dinner Party



Martin Luther King;  
Mahatma Gandhi;  
Abraham Lincoln

Nelson Mandela

Mother Teresa

Hillary Clinton

Don Quijote

Miguel de Unamuno

Your own choice

What was your most  
significant  
accomplishment?

Is there anything you  
wish you had done?

What lesson does your  
life provide for others?



# Managing Group Work

- Time
- Assigned roles
- Interdependence
- Accountability